

# **Formative Assessment for English Learners**

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OELAS Conference

December 7, 2016 | Tucson, AZ

# Session Objectives

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- Understand what formative assessment is and what it is not
- Consider shifts in practice for EL students
- Gain a deeper understanding of formative assessment for EL students
- Classroom culture considerations for formative assessment

# Overview

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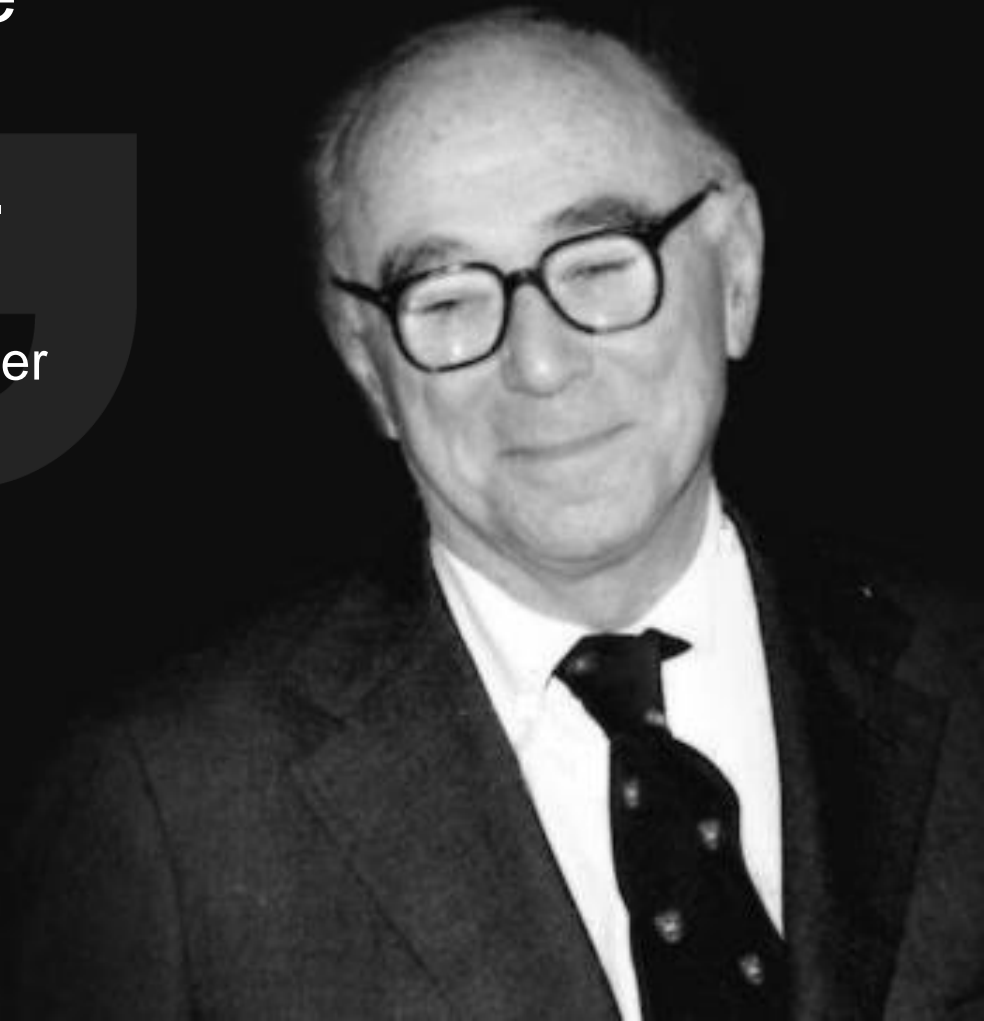
- What is Formative Assessment?
- Language Demands of College and Career Ready Standards
- Shifts in Practice
- An Example of Embedded Formative Assessment
- Classroom Culture

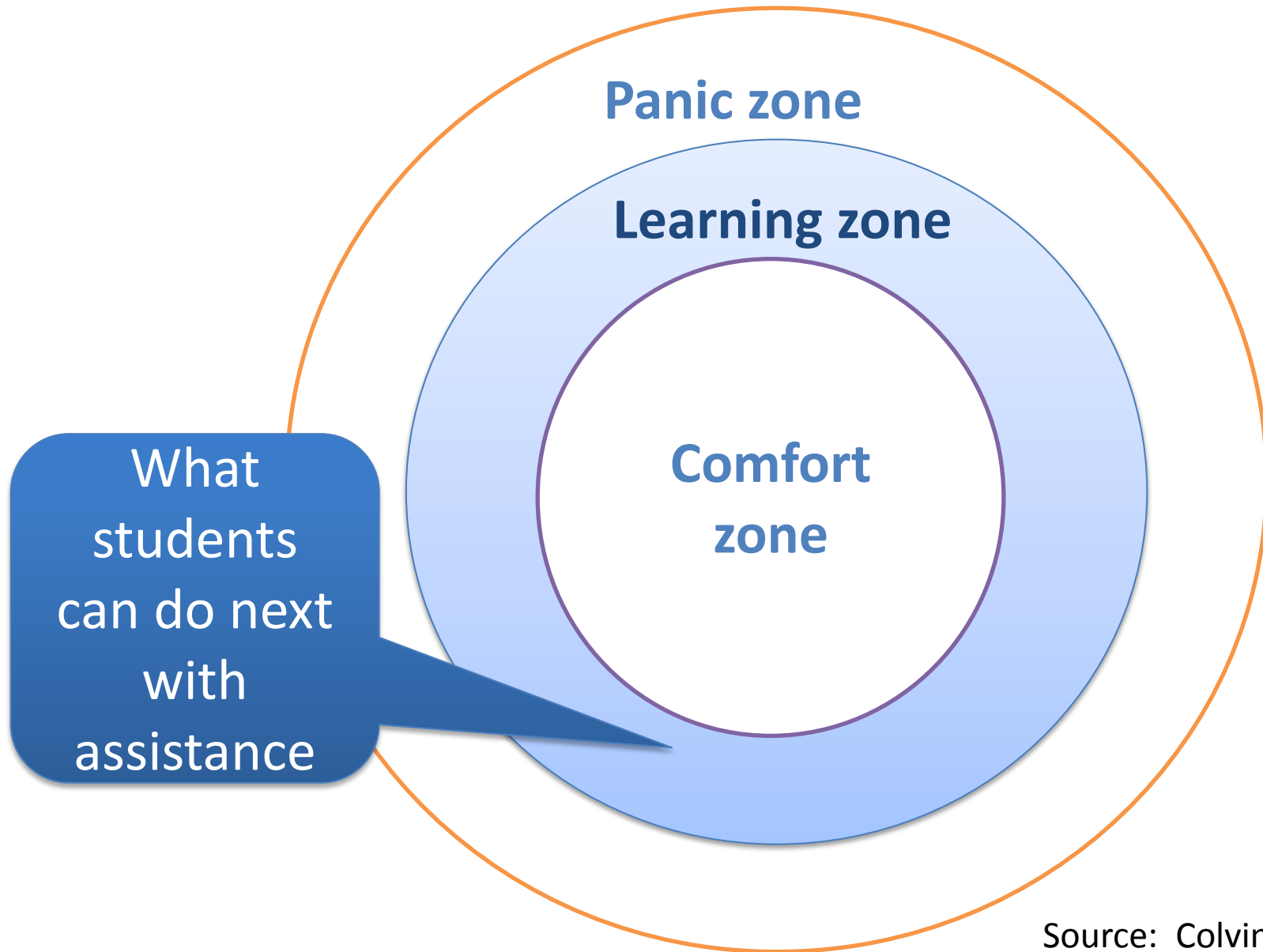
# **WHAT IS FORMATIVE ASSESSMENT?**

- ✓ Formative assessment is the term used to describe a type of assessment where the focus is on *informing* learning, rather than measuring it or summing it up.
- ✓ Assessment that focuses on the learning *as it is taking place*
- ✓ Purpose is to *move learning forward* from its *current status*

“Good teaching is  
forever being on the  
cutting edge of a  
child’s competence.”

Jerome Bruner





Source: Colvin, 2009

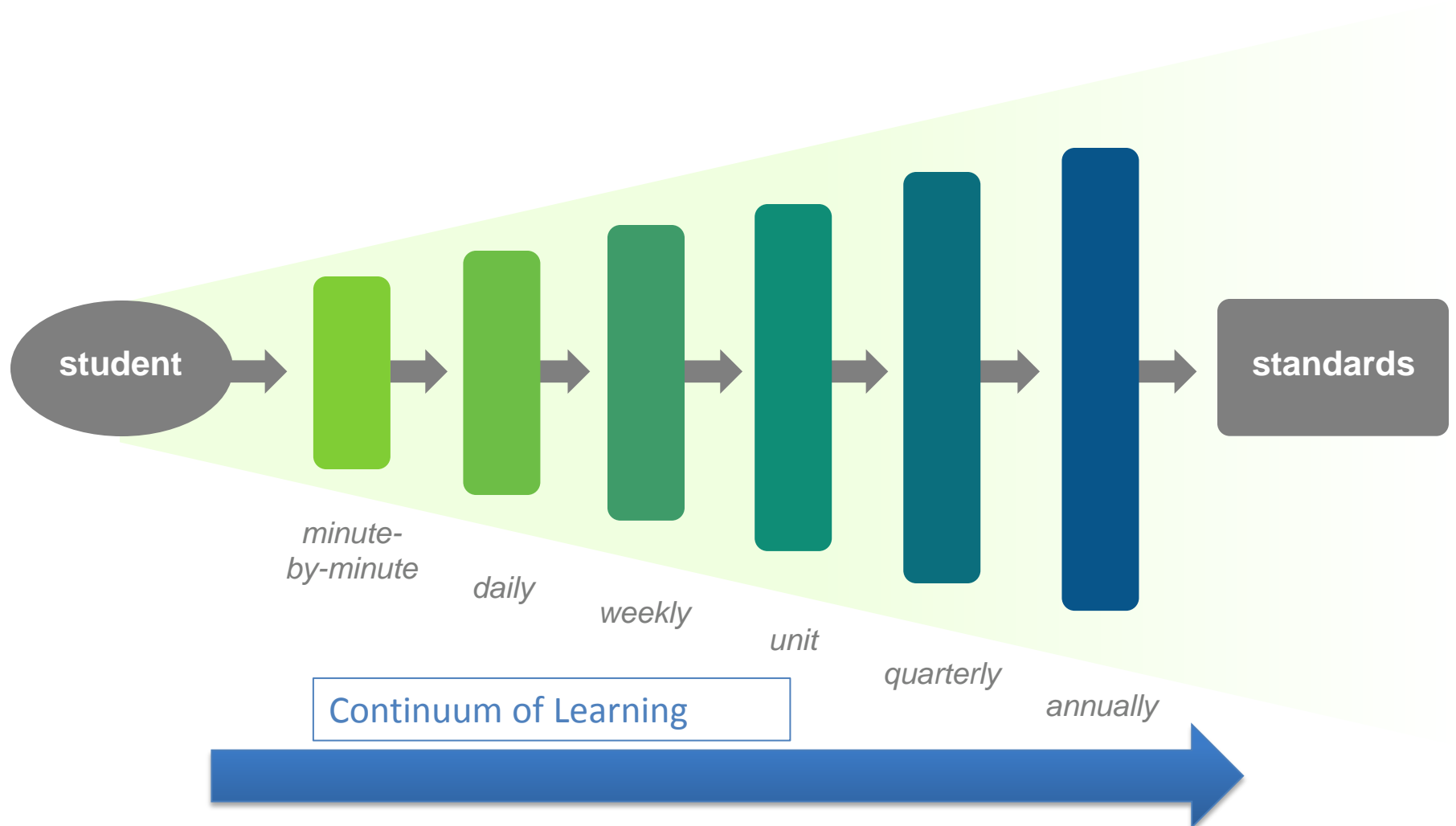
Formative Assessment Is....	Formative Assessment Is Not....
<p>generating evidence <b>intentionally</b> in the course of continuous teaching and learning through observation, discussion, questioning, and review and analysis of tasks/work</p>	<p>giving a test at the end of an instructional cycle or on a predetermined basis (e.g., quarterly, annually)</p>
<p>gauging how student learning is progressing while students are in the process of learning</p>	<p>evaluating student achievement at the end of a sequence of learning</p>



Formative Assessment Is....	Formative Assessment Is Not....
<p>using evidence to inform immediate or near-immediate teaching and learning</p>	<p>using test data to make decisions about medium- and long-term instructional/curricular plans</p>
<p>providing ongoing descriptive feedback to learners</p>	<p>assigning grades /reporting achievement</p>
<p>involving students in the assessment process through peer and self-assessment</p>	<p>telling students the results of a test</p>

# Comprehensive Assessment

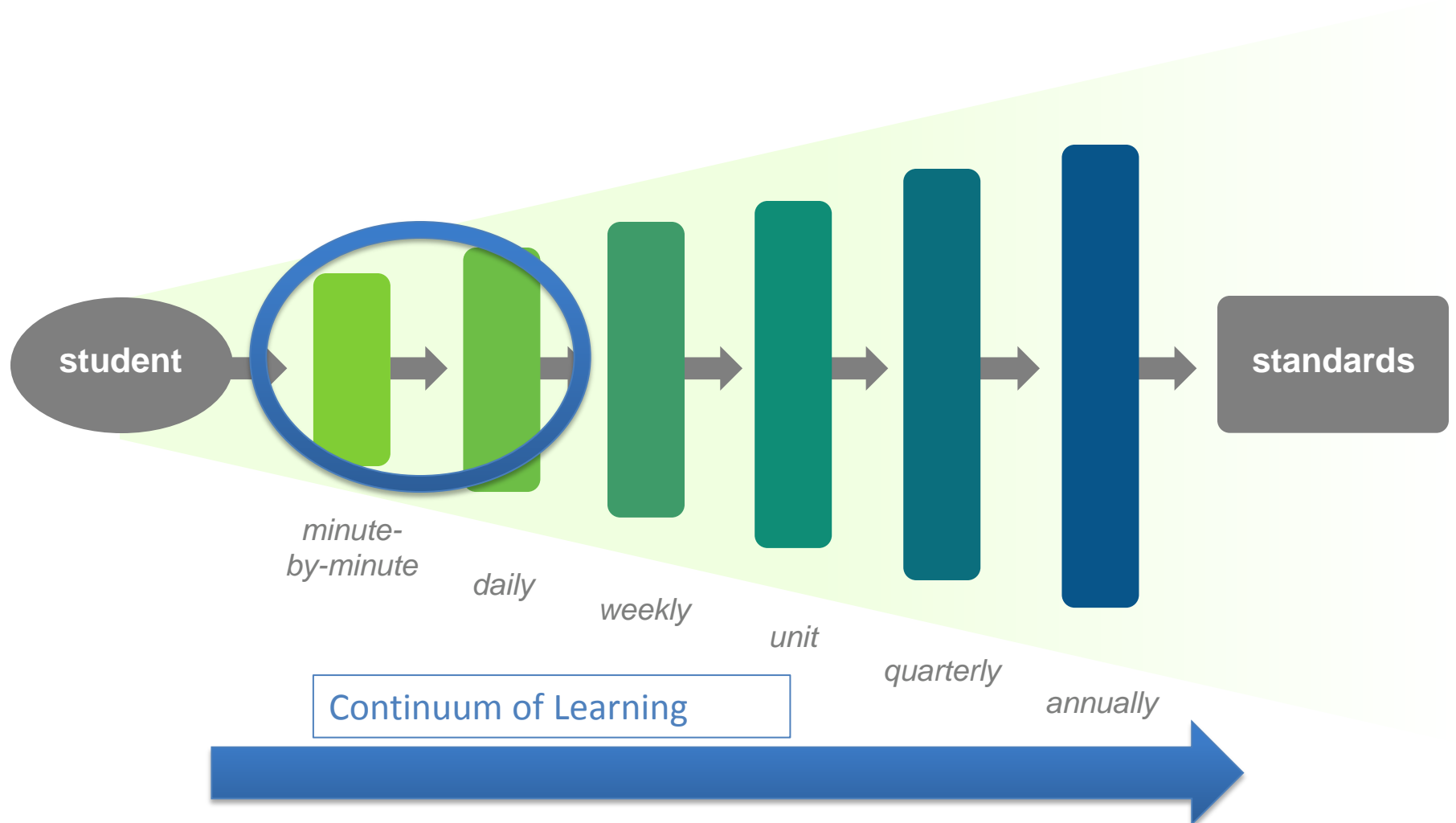
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(Adapted from Herman & Heritage, 2007)

# Comprehensive Assessment

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(Adapted from Herman & Heritage, 2007)

# **LANGUAGE DEMANDS OF COLLEGE AND CAREER READY STANDARDS**

# College and Career Ready Standards' Emphasis on Language



# Math CCRS

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- **Communicate reasoning** about concepts
- Engage students in mathematical practices:
  - **Reason** abstractly and quantitatively
  - **Construct** viable arguments and critique the reasoning of others

# ELA CCRS

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- Reading: **Engage** with **complex texts** to build knowledge across the curriculum
- Writing: Use evidence to **inform, argue and analyze**
- Speaking and Listening: Work **collaboratively, understand** multiple perspectives, and present ideas
- Language: **Develop and use** the linguistic resources to do all of the above

# NGSS

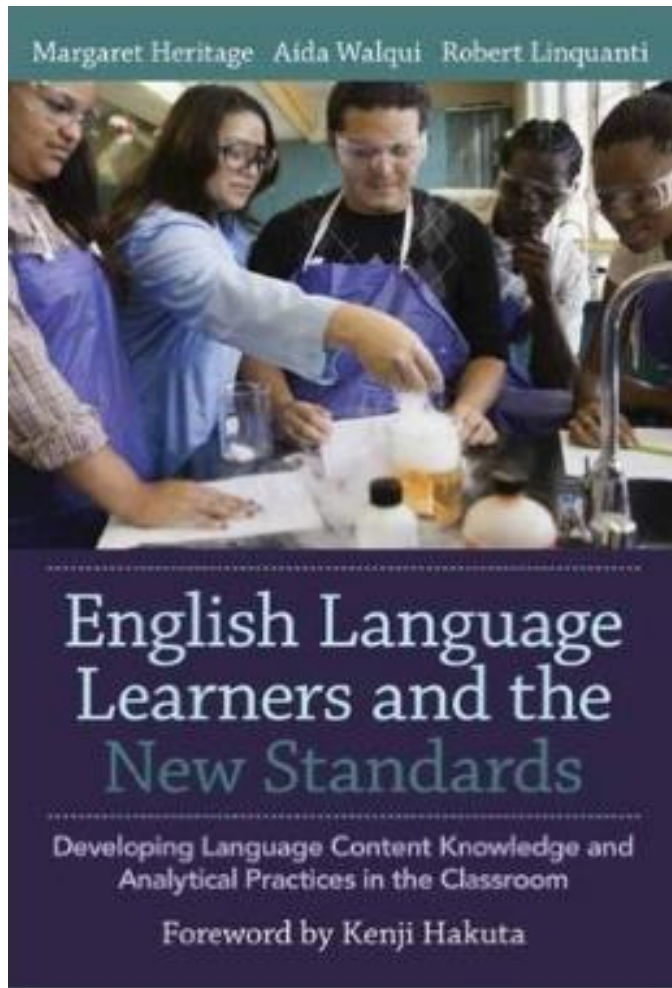
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- **Asking questions** (for science) and **defining problems** (for engineering)
- **Constructing explanations** (for science) and developing designs (for engineering)
- **Engaging in argument** from evidence
- Obtaining, evaluating and **communicating** information

*(Quinn, Lee & Valdez, 2012)*



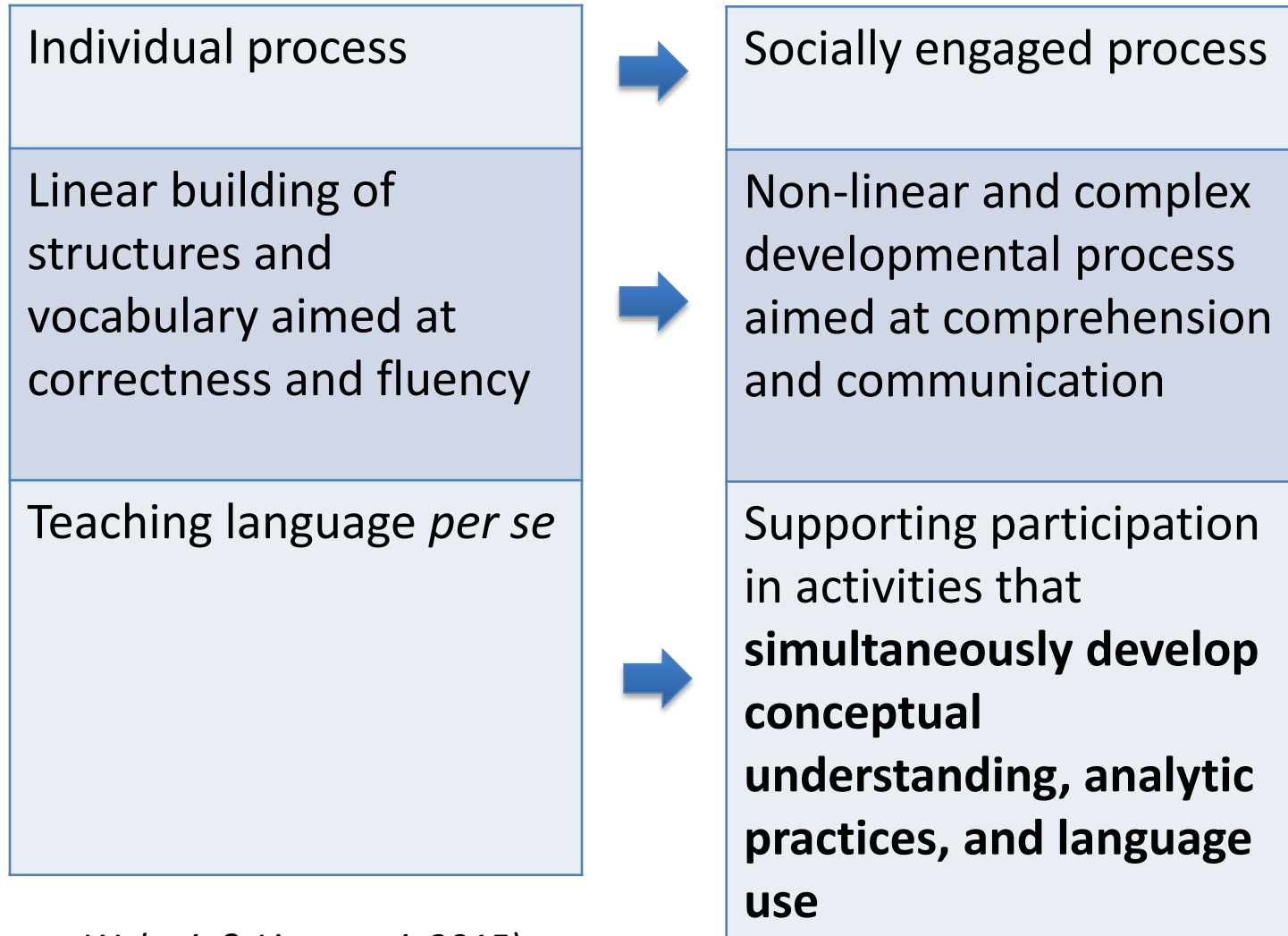
# **SHIFTS IN PRACTICE**



- Reformulations of practice
- Include formative assessment

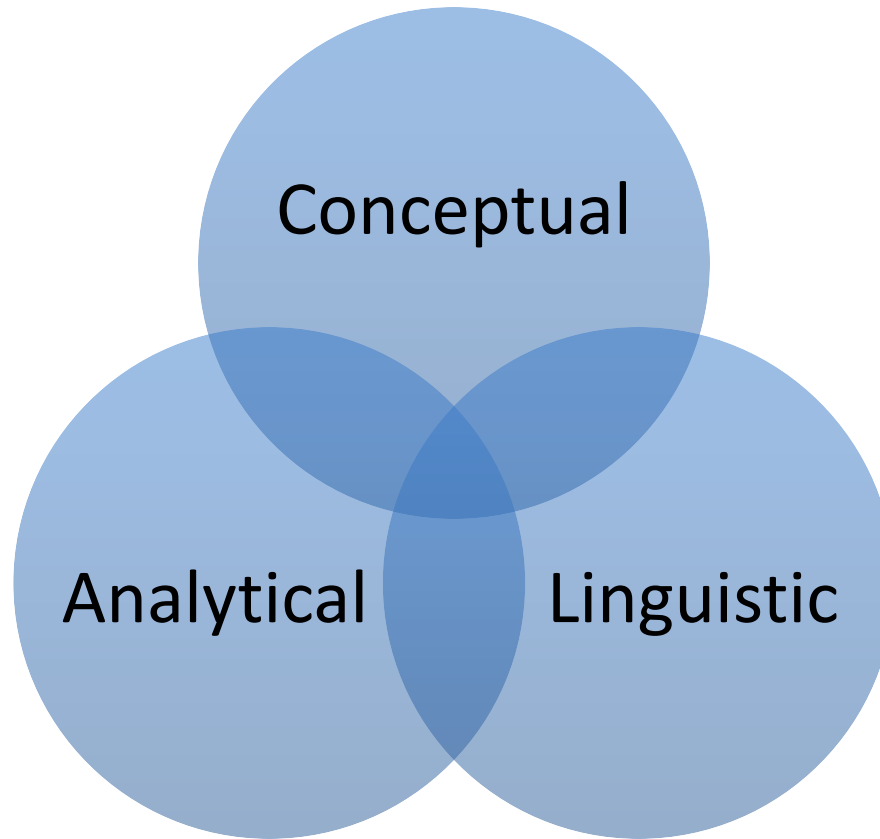
# Shifts in Practice for ELLs

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(Heritage, Walqui, & Linquanti, 2015)

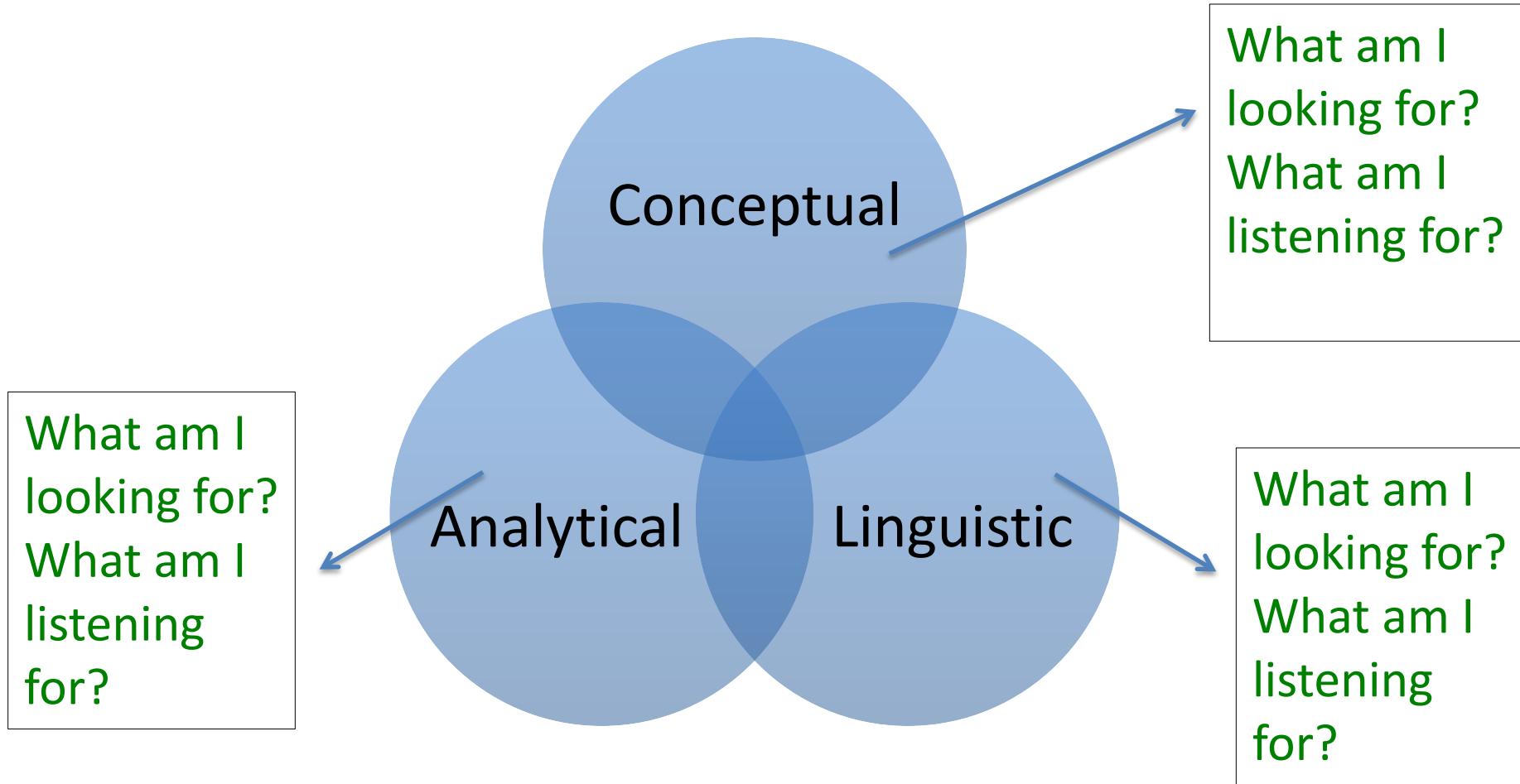
# Learned Together



# Assessed Together

*(Heritage, Walqui, & Linquanti, 2015)*

# Evidence of Each



# **AN EXAMPLE OF FORMATIVE ASSESSMENT OF LANGUAGE AND CONTENT**

# **Handout 1: Embedded Formative Assessment**

# Acting on Evidence

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- Continuing with the planned lesson
- Immediate **deliberate acts of teaching**  
(modeling, questioning, explaining,  
prompting, telling)
- Planning instruction for subsequent lesson
- Feedback



# Feedback Should...



- Be related to goals and criteria
- Provide the learner with suggestions, hints or cues for how to improve rather than correct answers
- Focus on the learning and not on the individual
- Engage students' thinking

# Peer Feedback

- **Nico:** I like how you are using key words when taking notes and not copying from your reading.
- **Eva:** Are the notes you take from the highlighted sections of your reading passage?
- **Diego:** You can highlight everywhere information so you know where it is from. This help you organize.

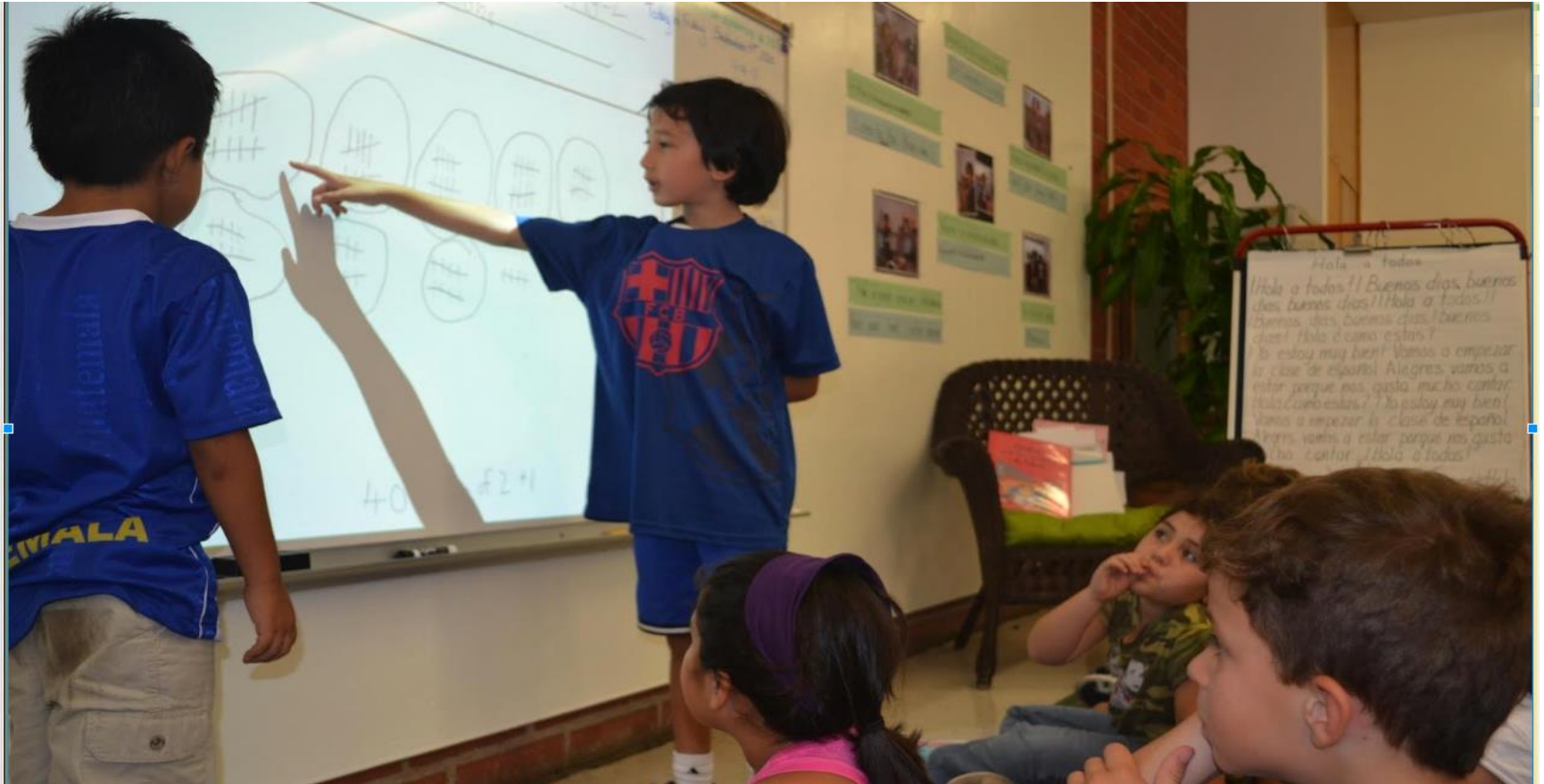
# Feedback



- Feedback is only formative if it is **USED** by students
- Teachers must allow **TIME** for students to use feedback
- Using feedback helps students develop **LEARNING STRATEGIES**

# **CLASSROOM CULTURE**

# Classroom Culture



**Creating Routinized & Mutually Understood  
Practices of Behavior & Interaction  
(Heritage, 2013)**

# **Creating Routinized & Mutually Understood Practices of Behavior & Interaction (Heritage, 2013)**

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- Collaboration
- Participating in discourse practices
- Careful listening and building on ideas
- Joint development of thinking

# Reflects Social and Emotional Well-Being

- Learner and learning centered
- Respect and sensitivity
- Appreciation of differences
- Individual and group responsibilities







**Questions or Thoughts?**

